

## APPENDIX A

### WIA MANDATED PERFORMANCE MEASURES

#### **Older Youth (Age 19-21) Performance Measures**

##### **1. Older Youth Entered Employment Rate**

***Of those who are not in post-secondary education or employment (including military) at the date of registration/enrollment:***

The number of older youth who have entered employment (including Military) or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after exit divided by the total number of older youth who exit during the quarter.

##### **Operational Parameters:**

- Individuals who are in post-secondary education or employed at registration are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment and education status at registration/enrollment is based on information collected from the registrant.
- Individuals in secondary school at exit will be included in this measure

##### **Definitions:**

- *Post-Secondary Education* - a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Does not include programs offered by degree-granting institutions that do not lead to an academic degree.
- *Advanced Training* - an occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. Includes only training outside of the One-Stop, WIA and partner, system (i.e., training following exit).

##### **Rationale:**

It better aligns the older youth measures with the younger youth measures which reward programs for moving youth into post-secondary education or advanced training.

##### **2. Older Youth Employment Retention Rate at Six Months**

***Of those who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit:***

Number of older youth who are employed in third quarter after exit divided by the number of older youth who exit during the quarter.

##### **Operational Parameters:**

- This measure includes all individuals who are employed in the first quarter following exit, except those individuals who are employed in the first quarter and not employed in the third quarter following exit, but are in post-secondary education or advanced training third quarter following exit. These individuals are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment in the first and third quarters following exit does not have to be with the same employer.

**Rationale:**

As in the entered employment rate, it would be unfair to penalize a participant who was employed in the quarter after exit, but left employment to start post-secondary education in the third quarter after exit. Therefore, those not employed in the third quarter after exit that are in post-secondary education or advanced training in that third quarter following exit are excluded from the measure.

**3. Older Youth Average Earnings Change in Six Months**

***Of those who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit:***

Total post-program earnings (earnings in quarter 2 + quarter 3 after exit) minus pre-program earnings (earnings in quarter 2 + quarter 3 prior to registration) divided by the number of older youth who exit during the quarter.

**Operational Parameters:**

- This measure includes the same population as the older youth employment retention measure (regardless of their employment status at registration).
- To ensure comparability of this measure on a national level, the UI wage records will be the only data source for this measure. Therefore, an individual whose employment in either the first or third quarter after exit was determined from supplementary sources and not from UI wage records are excluded from this measure. The County LWIB does not encourage the use of supplementary sources to verify earnings change.

**Rationale:**

This measure is designed as a pre- and post-program look at earnings change. Since the legislation specifies earnings at six months after employment, a six-month period was selected for the pre-program comparison. The 2nd and 3rd quarters prior to registration were selected as the pre-program reference period because trends have shown that many program participants experience intermittent or stop-gap employment immediately prior to participating in employment and training programs.

**4. Older Youth Credential Rate**

Number of older youth who are in employment, post-secondary education, or advanced training in the first quarter after exit and received a credential by the end of the third quarter after exit divided by the number of older youth who exit during the quarter

**Operational Parameters:**

- A credential can be coupled with employment, entry into post-secondary education, or entry into advanced training.
- All older youth that exit from the program will be included in this measure.
- Credentials can be obtained while a person is still participating in services.

**Definition:**

*Credential* - nationally recognized degree or certificate or State/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all State Education Agency recognized credentials.

## **5. Literacy and Numeracy Gains**

Of those out-of-school youth who are basic skills deficient:

The number of youth participants who increase one or more educational functioning levels divided by the number of participants who have completed a year in the youth program, plus the number of participants who exit before completing a year in the youth program.

Operational Parameters:

- In school youth are excluded from this measure
- All out of school youth *must* be assessed in basic reading/writing and math
- It is allowable to use pre-tests that are administered up to six months prior to the date of enrollment, if such pre-test scores are available.
- This measure is based upon the earliest date of WIA services provided to the participant (i.e. date of enrollment in to a WIA program).
- Youth who are determined *not to be basic skills deficient* based upon pre-test results will be excluded from this measure.
- Individuals with disabilities (as defined in 29 CFR Part 37.4) should be accommodated when assessment tools are administered according to : (1) Section 188 of WIA: 29 CFR Part 37, (2) Section 504 of the Rehabilitation Act of 1973, and (3) Title H of the Americans with Disabilities Act. (See TEGL 17-05, *Testing Youth with Disabilities*)
- This measure includes youth who were given a pre-test but did not post-test before exiting the program or exited before completing a year in the youth program
- To be included in the numerator of this rate, a participant must demonstrate on a post-test result that indicated advancement of one or more educational functioning levels beyond the initial pre-test level within one year from the date of enrollment into WIA program. (Note: the one-year time period is from the date of first youth program service, not date of pre-test.)

## **Younger Youth (Age 14-18) Performance Measures**

### **1. Younger Youth Skill Attainment Rate**

***Of all in-school youth and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills:***

Total number of basic skills goals attained by younger youth plus number of work readiness skills goals attained by younger youth plus number of occupational skills goals attained by younger youth divided by the total number of basic skills goals plus the number of work readiness skills plus the number of occupational skills goals set.

Operational Parameters:

- The measure should create an appropriate intermediate-type measure for youth who require more services, such as academic and soft skills development, prior to attaining a diploma or equivalency, employment, and post secondary education.
- If a participant is deficient in basic literacy skills, the individual must set, at a minimum, one basic skills goal (the participant may also set concurrent work readiness and/or occupational skills goals, if appropriate).
- WIA participants counted in this measure will be all in-school; and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills.
- All youth measured in this rate must have a minimum of one skill goal set per year and may have a maximum of three goals per year.
- The target date for accomplishing each skill goal must be set for no later than one year.
- The skill goal or the target date set can only be extended if the participant has a gap in service where they are placed in a hold status in which the participant is not receiving services but plans to return to the program. When they enter a hold status, the one-year clock for the goal target date stops. The clock begins again once the participant is no longer in a hold status.

- Success of skill attainment goals will be recorded in the quarter of goal achievement, while failure will be recorded in the quarter one year from the time the goal was set if not attained by such time.

**Definitions:**

- *Basic skills goal* - measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.
- *Occupational skills goal* - primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.
- *Work readiness skills goal* - work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (résumés, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

**Rationale:**

There is concern about the potential lack of comparability among States and local areas on this measure. At the same time, local flexibility is important because of the individual service strategy philosophy. With these competing forces, it is important to set some guidelines to ensure comparability, while not being so prescriptive as to prevent participants from setting appropriate goals. Therefore, a maximum of three goals per person in each year is allowable in order to prevent the setting of multiple minimum-level skills goals, while still encouraging participants to set goals in any one of the skill categories.

**2. Younger Youth Diploma or Equivalent Attainment**

***Of those who register without a diploma or equivalent:***

Number of younger youth who attained secondary school diploma or equivalent by the end of the first quarter after exit divided by the number of younger youth who exit during the quarter (except for those still enrolled in a secondary school).

**Operational Parameters:**

- If a younger youth exits WIA while still enrolled in secondary education, the individual is excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).
- All younger youth (except those still in secondary school at exit and those who have already attained their diploma or equivalent prior to registration) will be assessed in this measure in the quarter after exit.

**Definitions:**

- *High School Diploma Equivalent* - a GED or high school equivalency diploma recognized by the State.

**Rationale:**

Those participants who exit WIA while still enrolled in secondary education are excluded from the measure. This exclusion is because some participants may decide to leave the program before finishing high school. It would be impossible for those participants to have attained a diploma or equivalent at the time of exit if they are still enrolled in high school. This measure is intended to motivate program staff to continue services to participants until they attain a diploma or its equivalent.

**3. Younger Youth Retention Rate**

Number of younger youth found in one of the following categories in the third quarter following exit:

- Post-secondary education
- Advanced training
- Employment
- Military service
- Qualified apprenticeships

Divided by the number of younger youth who exit during the quarter (except those still enrolled in secondary school at exit).

**Operational Parameters:**

- If the participant is in one of the placement activities listed above during the third quarter following exit, the individual is counted as successfully retained (the participant does not have to remain in the same activity for the entire retention period, as long as the participant is found in one of the activities during the third quarter).
- If the participant exits WIA and does not enter into any of the placement activities by the time retention is measured, the participant is counted in the denominator of the measure and it is reflected as a negative outcome.
- If a younger youth exits WIA while still enrolled in secondary education, the individual is excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).

**Definitions:**

- *Qualified apprenticeship* - a program approved and recorded by the ETA/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency (State Apprenticeship Council). Approval is by certified registration or other appropriate written credential.
- *Military service* - reporting for active duty.

**Rationale:**

This measure assesses retention in the third quarter following exit from the program. The WIA stipulated one measure for younger youth placement and retention. Because of the increasing emphasis on post-program measures, retention was chosen as the focus of this measure. To be consistent with the diploma/equivalency attainment rate and because it would be unfair to penalize those participants who exit while still in secondary school, the denominator of this measure does not include those who exit while still in secondary school.